

of a state who ever visited the pre-war Palestine. Streets and squares in Israel are named after him as well as a kibbutz."

My legislation authorizes that a memorial sculpture to Tomas Masaryk be established in a park, just steps away from the location of the former Hotel Powhatton, on Pennsylvania Ave, N.W. where President Masaryk at one time resided and met with officials of the Woodrow Wilson Administration. It is a fitting site to remember this champion of democracy.

Mr. Speaker, I want to bring to the attention of my colleagues that this bill will not cost the taxpayer nor the U.S. government any monies but, rather, all expenses for the memorial will be borne by the American Friends of the Czech Republic.

I want to express my appreciation to Milton Cerny, President of the American Friends of the Czech Republic, his distinguished Directors, Advisors and Sponsoring Organization for the support of this legislation. Accordingly, I urge my colleagues to cosponsor this bill, and pass the legislation during this session of Congress. Please join with me in paying tribute and homage to Tomas Masaryk, an outstanding champion of democracy.

A BILL To authorize the American Friends of the Czech Republic to establish a memorial to honor Tomas G. Masaryk in the District of Columbia.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. AUTHORITY TO ESTABLISH MEMORIAL.

(a) IN GENERAL.—The American Friends of the Czech Republic is authorized to establish a memorial to honor Tomas G. Masaryk on the Federal land in the District of Columbia described in subsection (b).

(b) LOCATION OF MEMORIAL.—The Federal land referred to in subsection (a) is the triangle of land in the District of Columbia that is bordered by 19th Street, NW., H Street, NW., and Pennsylvania Avenue, NW., and designated as plot number 30 in area II on the map numbered 869/86501 and dated May 1, 1986, and which is located across H Street, NW., from the International Bank for Reconstruction and Development.

(c) COMPLIANCE WITH STANDARDS FOR COMMEMORATIVE WORKS.—The establishment of the memorial shall be in accordance with the Commemorative Works Act (40 U.S.C. 1001 et seq.).

(d) LIMITATION ON PAYMENT OF EXPENSE.—The United States Government shall not pay any expense for the establishment of the memorial.

TRIBUTE TO SHELLY LIVINGSTON

HON. HENRY J. HYDE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. HYDE. Mr. Speaker, Today I bring attention to a valuable member of my International Relations Committee staff, Shelly Livingston, who is retiring tomorrow. Shelly has worked on the Committee for over 25 years, serving under six chairmen. When Shelly started with the Committee in 1974, Thomas "Doc" Morgan was Chairman. Clem Zablocki, Dante Fascell, Lee Hamilton, and BEN GILMAN were fortunate to have Shelly work for them. In her capacity as our fiscal and budget administrator, she has been invaluable in her knowl-

edge of the House rules, and the complexities of everything from personnel procedures and health care options to payroll and travel vouchers.

Actually, Shelly started her career here on Capitol Hill right out of college in 1973 working as a Capitol tour guide—one of the "red coats" as she likes to refer to her former position.

She has served as treasurer for the U.S.-Mexico Interparliamentary Group for over 20 years, and many members know her from having traveled with her.

Without Shelly's hard work and dedication, we would not have our state-of-the-art audio visual main committee hearing room. Shelly spent many long hours ensuring that this major renovation project ran smoothly.

Shelly has been indispensable in putting together the bi-annual committee budget since 1980. She has a keen mind for numbers, and has been able to work in a bipartisan manner with all members and staff. Her expertise and institutional memory will be missed.

Shelly is a die-hard Texan, who is going to retire tomorrow and spend the next couple of years travelling around the world. We thank her for her service and dedication to this institution, and I know I speak for many on both sides of the aisle when I say we will miss her witty humor and loyal friendship.

We wish her well, and know that with her great love for the arts, she will be doing interesting work in the future.

CELEBRATING GREEK INDEPENDENCE DAY

HON. MICHAEL E. CAPUANO

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. CAPUANO. Mr. Speaker, I am I am honored to pay tribute once again to the citizens of Greece on the occasion of their 180th anniversary of independence on Sunday, March 25th. Coincidentally, March 25th also marks the important religious holiday of the Feast of the Annunciation celebrated by most Greek-Americans. The history and culture of people of Greek heritage has impacted the lives of countless people throughout the world, and it is important that we recognize their contributions to mankind and the principles of democracy.

After suffering more than 400 years of oppression under the Ottoman Empire, the people of Greece commenced a revolt on March 25th 1821. Many dedicated, patriotic Greeks lost their lives in the struggle which lasted over 7 years. Ultimately, the freedom the Greeks fought so hard for was courageously achieved, and the Hellenic Republic, commonly known as Greece, was born.

Historically, Greece has been a dedicated United States ally. A fierce supporter during World War II, Greek soldiers fought beside Americans to preserve democracy and independence. For almost half a century, Greece has stood beside the United States as an active and important member to NATO. It has consistently proved to be a valuable player in preserving security in the Mediterranean.

Greece has influenced our society in many ways. Greece is the birthplace of democracy, the foundation of American principles. No

doubt, without Greece's influence, the United States would be a completely different country today.

I am all too familiar with the positive contributions that are continually being made by Greek-Americans around the country. I am particularly proud of the fact that nearly 7,000 people in the Eighth Congressional District of Massachusetts are of Greek descent. Throughout the neighborhoods in Boston, Watertown, Cambridge, Chelsea, Belmont, and my hometown of Somerville, Greek-Americans are one of the most active groups in politics and community service. The Hellenic Cultural Center, the Greek Orthodox Church and other Greek-American organizations in the district are working to improve education, healthcare, and the environment.

As the Greeks celebrate their day of independence, I hope all Americans will take a moment to reflect on the valuable contributions that both Greeks and Greek-Americans have bestowed on our own country. This is the least we can do for a people who gave us the democratic concept of civilization and have continued to impact our communities and daily lives.

INTRODUCTION OF LEGISLATION TO EXTEND AND IMPROVE THE NATIONAL WRITING PROJECT

HON. GEORGE MILLER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. GEORGE MILLER of California. Mr. Speaker, I am pleased today to join my colleagues Mr. WICKER, Mr. KILDEE, Mr. CALLAHAN, Ms. WOOLSEY, and Mr. KINGSTON in introducing legislation to extend and improve the National Writing Project.

The knowledge and skill of a child's teacher is the single most important factor in the quality of his or her education. The National Writing Project is a nationwide program that works to improve students' writing abilities by improving the teaching of writing in the nation's schools.

The National Writing Project serves a remarkable number of teachers and students on an exceptionally small budget.

Last year, the National Writing Project trained 212,724 teachers and administrators nationwide through 167 writing project sites in 49 states, Washington, DC and Puerto Rico. It has served over two million teachers and administrators over the last 25 years.

For every federal dollar it receives, the National Writing Project raises about \$7.00 in matching grants. This makes the National Writing Project one of the most cost-effective educational programs in the country.

Furthermore, a national staff of only two people administers the National Writing Project. The use of limited federal funds to leverage large private investments is the most efficient way to use the budgeted funds available for the greatest possible return.

The National Writing Project works. For example, in Chicago, students of National Writing Project teachers have shown significantly higher gains on the Illinois Goals Assessment Program writing tests when compared to student performance citywide. In an urban Sacramento, California high school, student performance on local writing assessments rose

from lowest to highest in the district after an influx of National Writing Project teachers to the school, and college enrollment among this school's senior class rose 400 percent.

The National Writing Project has received similarly impressive results all across this country. In fact, the National Writing Project has received glowing reviews from the Carnegie Corporation of New York, the National Council of Teacher Education, the Council for Basic Education, and independent evaluators.

The National Writing Project is efficient, cost-effective and successful. I look forward to working with my colleagues in enacting this important legislation.

21ST CENTURY HIGHER EDUCATION INITIATIVE

America's Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribally Controlled Colleges have provided millions of Americans from all backgrounds with rich and enduring higher education opportunities. They have developed innovative academic strategies, supported cutting edge research, and launched the careers of millions of today's leaders including scientists, doctors, teachers, lawyers, artists, entrepreneurs, and community and religious leaders.

Today, these institutions face new challenges as they help prepare a new generation of Americans for the 21st century. To ensure that all Americans have access to high quality education, we must ensure that all students have the financial assistance and support to start and stay in college. And we must ensure that all higher education institutions have the resources to perform vital research, succeed and prosper.

The "21st Century Higher Education Initiative" will substantially expand college opportunity through student aid and early intervention efforts; double resources to strengthen the infrastructure of minority-serving institutions; and harness the strengths of minority-serving institutions to prepare teachers and the high-tech workforce of tomorrow. It will:

Help Make College Affordable for All Americans. Since the passage of the GI Bill of Rights, the federal government has been a key partner to states and colleges to give all students access to higher education. Millions of Americans from low and middle-income families have attended college because of federal financial aid. Despite record levels of college enrollment, however, students from poor families who graduate from high school attend college at half the rate students from affluent families. Among low-income students, minority students earn bachelor's degrees at a substantially lower rate than white students. This disparity of opportunity is unacceptable. To help remedy it, the Initiative would:

Restore the purchasing power of Pell grants. The maximum Pell grant would increase from \$3,750 to \$7,000 over three years. Pell grants provide critical access to higher education, and are particularly important for minority students: About 45% of African-American and Hispanic students at four-year colleges depend on Pell grants, compared to 23% of all students. The purchasing power of the maximum Pell grant has eroded from 84% of the cost of a public university in 1976 to 39% today; a \$7,000 grant would restore its purchasing power.

Increase the Supplemental Equal Opportunity Grants by over \$300 million over three years. The SEOG program provides critical grant assistance to low-income students whose need is not fully met by Pell grants. The initiative would authorize \$1 billion for SEOG.

Increase Federal Work-Study by \$300 million over three years. This critical program leverages private-sector resources to allow students to earn money for college while learning responsibility and work skills. By connecting students with their campus communities, work-study has been shown to encourage students to continue their education.

Promote High School Completion as a Gateway to College. Too many young Americans drop out of college while they are still in middle or high school. Only 62 percent of Hispanics in their late twenties have a high school diploma, compared to 88 percent of all Americans.

The U.S. Department of Education has found that the intensity of high school curriculum is the single strongest predictor of college success. And one-third of college freshmen need remedial classes; these students are 60 percent less likely to complete college. The Act would:

Implement sustainable dropout prevention strategies at high schools, based on similar legislation introduced by Senator Bingaman. This \$250 million effort will include strengthening professional development and curriculum, planning and research, remedial education, reducing class sizes, and counseling for at-risk students.

Double funding for the TRIO and GEAR UP programs over three years (to \$1.5 billion and \$690 million, respectively) that intervene in the lives of low-income children and are proven to encourage academic success and college attendance for disadvantaged children. Increased funding would allow TRIO to serve 10 percent of eligible students.

Encourage universal access to Advanced Placement classes. AP classes allow high school students to challenge themselves in a demanding class and earn college credit. The Initiative would set a national goal of AP classes in every high school within three years. It would also expand the existing AP Incentive program to pay test fees for low-income students, help schools invest in AP curriculum and teacher training, and use new distance learning technologies to expand AP opportunities.

Strengthen college remedial programs through a new \$10 million demonstration program to help more students and adult high-school drop-outs receive remediation and eventually earn their college degree through partnerships between four-year colleges, community colleges, and high schools.

Build Bridges among Colleges and Universities. Minority-serving institutions offer a critical route to higher education for many minority students because of their low cost, location, and supportive environments. However, too many students at minority-serving community colleges fail to pursue a four-year degree, while many students at minority-serving four-year colleges have limited opportunities to seek advanced degrees. The Act would:

Expand opportunities for community college students to transfer to four-year colleges and universities. This new \$40 million initiative would support partnerships of minority serving two-year colleges and four-year colleges and universities. The partnerships would create new transfer opportunities by developing articulation agreements, bridging differences in costs between two-year and four-year colleges, and providing counseling, mentoring, and support services to help community college students earn B.A. and B.S. degrees.

Create new opportunities for minority-college students to earn advanced degrees. The new \$40 million Dual Degrees initiative would increase opportunities for students to earn advanced degrees, including M.A.'s and Ph.D.'s, in fields in which they are underrep-

resented. Students would spend three years at a minority-serving institution and two years at a partner institution, such as a major research university, and earn a B.A. or M.A. from their home institution and a B.A. or M.A. from the partner institution. Federal resources would establish articulation agreements and provide scholarships to students to bridge cost differences between minority-serving institutions and partner institutions. This initiative is based upon the Dual Degrees Engineering Program, operated by a consortium of colleges and universities and based in Atlanta, Georgia.

Double Resources and Build Infrastructure for Developing Institutions. In recognition of their unique importance in expanding higher education opportunities for an under-served population, the Initiative would double funding for minority-serving institutions under Titles III and V of the Higher Education over three years. In contrast, President Bush has called for only a 30 percent increase over five years. Specifically, under the Initiative:

Historically black colleges and universities would increase to \$370 million;

Historically black graduate institutions would increase to \$90 million;

Hispanic-serving institutions funding would increase to \$140 million, and a new initiative would provide \$90 million to improve post-baccalaureate education opportunities for Hispanic and low-income students;

Strengthening institutions would increase to \$150 million;

Tribally controlled colleges and universities would increase to \$45 million; and

Alaska Native and Native Hawaiian-serving institutions would increase to \$20 million.

Preserve Historic Landmarks. One hundred and three historically black colleges have over 700 properties listed on the National Register of Historic Places, but these facilities require \$755 million in repairs. To preserve these national treasures and enable historically black colleges to face the challenges of the 21st century, the Initiative would authorize \$60 million a year to preserve the most dilapidated historic facilities.

Recruit Minority Teachers. Our nation needs 2 million new teachers over the next 10 years to meet rising enrollments and replace retiring teachers. Minorities are an untapped resource in meeting this challenge: only 13 percent of teachers are minorities. The Initiative includes \$30 million for new Collaborative Centers of Excellence in Preparation to strengthen teacher preparation programs at minority-serving colleges, increase the use of technology in those programs, and help students meet teacher certification requirements. It includes a new \$20 million demonstration program on effective teacher recruitment and preparation practices, including mentoring, student loan forgiveness, and assistance in receiving teacher certification. It establishes Byrd teachers scholarships for students planning to enter the teaching profession. Finally, it includes a provision-based on legislation by Sen. Tom Daschle and Rep. Darlene Hooley to provide up to \$15,000 in student loan forgiveness to teachers at tribal colleges.

Prepare the 21st Century Workforce. Studies show that minority-serving institutions face a serious "digital divide" in providing student Internet access, high-speed connectivity and sufficient infrastructure. The Initiative would create a \$250 million initiative-based on proposals by Representatives Edolphus Towns and Senator Max Cleland to wire campuses, acquire equipment, and train educators and students in the use of technology. The Initiative would also increase funding for the Minority Science and Engineering Improvement Program five-fold to \$40 million.

INTRODUCTION OF H.R. 1—THE NO CHILD LEFT BEHIND ACT OF 2001

HON. JOHN A. BOEHNER

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. BOEHNER. Mr. Speaker, I am pleased to introduce President George W. Bush's education plan, the No Child Left Behind Act of 2001. This legislation, a comprehensive reauthorization of the federal Elementary and Secondary Education Act (ESEA) of 1965, reflects President Bush's efforts to close the achievement gap between disadvantaged students and their peers and to work with States to push America's schools to be the best in the world.

No Child Left Behind will refocus federal efforts to close the achievement gap by giving States and local schools greater flexibility in the use of Federal education dollars in exchange for greater accountability for results. The bill also includes a school choice "safety valve" for students trapped in chronically failing schools that fail to improve after three consecutive years of emergency aid.

In short: H.R. 1 will give students a chance, parents a choice, and schools a charge to be the best in the world.

Despite almost a decade of uninterrupted prosperity in the 1990s, nearly 70 percent of inner city and rural fourth-graders cannot read at a basic level, and low-income students lag behind their counterparts by an average of 20 percentile points on national assessment tests. The academic achievement gap between rich and poor, Anglo and minority remains wide, and in some cases is growing wider. Washington has spent more than \$80 billion since 1990, and nearly \$130 billion since 1965, in a well-intentioned but unsuccessful effort to close the gap.

The hard lesson of the past is that money alone cannot be the vehicle for change in our schools. If our goal truly is to leave no child behind, there must be accountability for results.

It is a tremendous honor to introduce the No Child Left Behind Act on behalf of President Bush. We look forward to working with members of all parties in the coming weeks to ensure that every American child has the opportunity to learn.

WOMEN'S HEALTH**HON. STEPHANIE TUBBS JONES**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mrs. JONES of Ohio. Mr. Speaker, today I stand in celebration of female health care professionals who are charged with the responsibility of caring for the young, the elderly, the sick and even maintaining the wellness of the hale and hearty.

I stand today to salute the women who were not always recognized with a title, the women with healing skills who were for many years only known as mother, or sister, or daughter. For many generations there have been women with a special understanding of biology and illnesses who served as the healthcare providers of their communities. Mr. Speaker I

would like to honor the female pioneers in the medical profession who trailblazed the way for women today to be called Nurse and Doctor.

The first African-American woman to be called Doctor in the state of Ohio was Dr. Emma Ann Reynolds. In her career, Dr. Reynolds' was faced with the odds of treating communities with inferior health care facilities and limited access to materials. Nevertheless, she dreamed of improving health services for persons of African-American descent.

Due to the laws and standards of the time, she was denied admission to many nursing and medical schools because of her race. Emma graduated from Wilberforce University in Greene County, Ohio and taught public school for seven years before her potential came to the attention of the prominent African-American surgeon, Dr. Daniel Hale Williams, in 1891. Dr. Williams was inspired to establish Provident Hospital in Chicago, Illinois, an interracial institution which included medical care for the community in South Chicago, as well as a School of Nursing for men and women of all races. Emma graduated eighteen months later with a nursing degree.

Yet, her goals propelled her even higher. Emma became the first woman and the first African-American to graduate with a M.D. from Northwestern University School of Medicine in 1895.

Dr. Emma Ann Reynolds practiced medicine in Texas and Louisiana before returning home to care for her ailing parents and community in Chillicothe, Ohio in 1902.

Some of the hardships and experiences of America's pioneers have not changed. Today African-American healthcare professionals are four times more likely to practice in socio-economically deprived areas that already have an alarming shortage of physicians and adequate medical facilities.

They will toil in communities with disproportional numbers of people suffering from HIV and AIDS, heart disease, high blood pressure, diabetes, and mental illness.

They will treat the sick and infirm who are not insured but cannot be left to suffer.

We must remember the names and honor the dedication it requires to nurture communities of people with a scarcity of resources.

Dr. Emma Ann Reynolds' legacy survives in the female nurses and doctors who practice medicine in hospitals and poor communities across the country.

Her legacy lives on in Provident Hospital which still serves the South Chicago area.

In celebration of the thousands of women who are nurses and doctors, who have benefited from the trail blazed by our health care pioneers, I say thank you for your work.

A VISIONARY MISSOURI EDUCATOR**HON. ROY BLUNT**

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. BLUNT. Mr. Speaker, I rise today in memory and tribute to Dr. M. Graham Clark who called the School of the Ozarks his home for the past six decades. Dr. Clark passed away on March 15, at age 92 at his residence on the campus.

Dr. Clark led a life dedicated to the glory of God, and committed to the principles of hard

work and educational excellence as he worked to expand and lead a free faith-based education to literally thousands of students who have attended the school in the Missouri Ozarks.

Dr. Clark arrived at the School of the Ozarks in 1946. Under his leadership the high school was transformed first to a junior college and later into a four year institution of higher learning that is nationally recognized for its emphasis on character development, academic excellence and student work. Those who attend the School of the Ozarks—now named the College of the Ozarks—are offered a unique opportunity. In exchange for a world class college degree, students work for their tuition. They work daily as the college's maintenance, janitorial, secretarial and grounds keeping staff, security guards and food service personnel. This concept, which has won the school an international reputation as "Hard Work U", opened the doors of higher education to many who would never have dreamed they could achieve a college degree.

Dr. Clark was a tireless campaigner and promoter for the College of the Ozarks in persuading donors to support the school located at Point Lookout, Missouri. His determination and leadership transformed the School of the Ozarks into a national model that has drawn students from all over the world for a classic education steeped in faith, work and service. College of the Ozarks is a unique blend of old fashion respect, daily application of the "Golden Rule", and modern technology mixed together with a strong emphasis on the work ethic.

The legacy of Dr. M. Graham Clark will touch the lives of many people for generations to come because of the institution he nurtured and guided. Through the School of the Ozarks, he shaped the lives and faith of countless scholars, business people, government officials and ministers across America who continue to mold and shape the lives of the people in their own communities.

Dr. Clark was known for his strength of character, great wisdom and insight. His legacy of leadership is reflected in the lives of thousands and is shared by Dr. Jerry Davis as he and the College of the Ozarks continue in the business of changing lives.

IN MEMORY OF LT. COL. EDWARD FRANK FIORA, JR.

HON. IKE SKELTON

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. SKELTON. Mr. Speaker, it is with deep sadness that I inform the House of Representatives of the passing of my good friend Lt. Col. Ed Fiora, a resident of Lexington, Missouri. He was 68.

Ed, a son of the late Edward Frank Fiora, Sr. and Mary Laura Fiora, was born in Lexington, Missouri, on December 9, 1932. He married Clara E. Sander on June 18, 1954.

Ed was an officer in the United States Army for over 22 years and was truly a soldier's soldier. He served two tours of duty in Vietnam and was highly decorated. His military awards include: the Bronze Star, with four oakleaf clusters, the first oakleaf cluster being for valor, the Air medal, the Meritorious Service medal, the Army Commendation medal, the